



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 7

Test Date: March 2008  
Code: 10921292  
SAU: Lisbon School Department  
School: Philip W Sugg Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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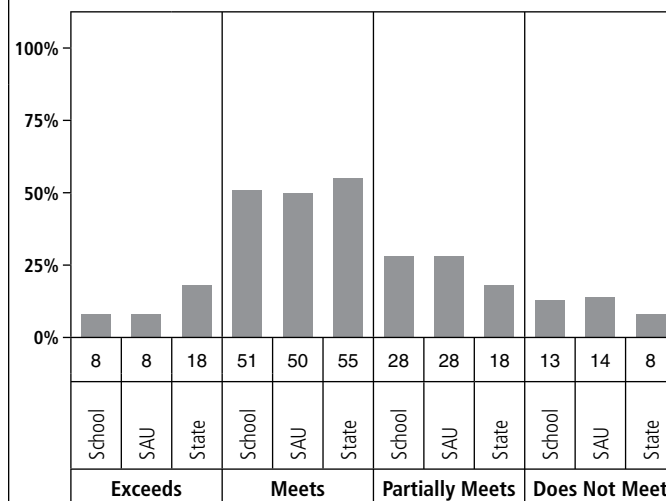
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 7  
SAU: Lisbon School Department  
School: Philip W Sugg Middle School

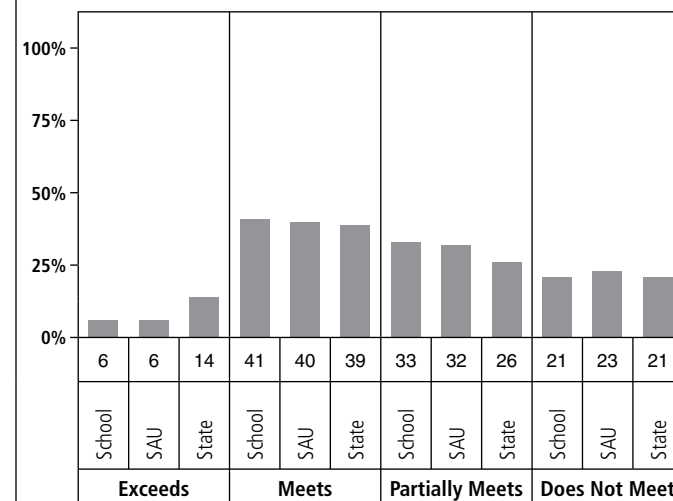
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	742	742	745
2006–2007	746	746	748
<b>2007–2008</b>	<b>745</b>	<b>745</b>	<b>750</b>
Cum. Avg. *	744	744	748
<b>Mathematics</b>			
2005–2006	736	736	740
2006–2007	740	740	742
<b>2007–2008</b>	<b>740</b>	<b>740</b>	<b>743</b>
Cum. Avg. *	739	739	742

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 7  
SAU: Lisbon School Department  
School: Philip W Sugg Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	86	100	89	100	14818	100	86	100	89	100	14698	99	86	100	89	100	14694	99												
Ethnicity African American/Black	1	1	1	1	381	3	1	100	1	100	372	98	1	100	1	100	375	99												
American Indian or Native Alaskan	0	0	0	0	113	1	0	0	0	0	112	99	0	0	0	0	112	99												
Asian or Pacific Islander	1	1	1	1	219	1	1	100	1	100	213	97	1	100	1	100	217	99												
Hispanic	2	2	2	2	178	1	2	100	2	100	176	99	2	100	2	100	177	100												
Caucasian/White	82	95	85	96	13927	94	82	100	85	100	13825	99	82	100	85	100	13813	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	9	10	12	13	2556	17	9	100	12	100	2508	99	9	100	12	100	2497	98												
Current LEP	1	1	2	2	363	2	1	100	2	100	352	97	1	100	2	100	360	99												
Economically disadvantaged	35	41	35	39	5461	37	35	100	35	100	5408	99	35	100	35	100	5406	99												
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	78	91	78	88	12195	82	78	91	78	88	12215	82												
Identified disability (PET/IEP)	1	1	1	1	418	3	1	1	1	1	421	3												
LEP	1	1	1	1	183	2	1	1	1	1	183	1												
504 plan	0	0	0	0	181	1	0	0	0	0	182	1												
<b>Participation with accommodations</b>	8	9	10	11	2320	16	8	9	10	11	2303	16												
Identified disability (PET/IEP)	8	100	10	100	1912	82	8	100	10	100	1900	83												
LEP	0	0	1	10	159	7	0	0	1	10	173	8												
504 plan	0	0	0	0	56	2	0	0	0	0	55	2												
Other	0	0	0	0	244	11	0	0	0	0	226	10												
<b>Participation through alternate assessment (PAAP)</b>	0	0	1	1	178	1	0	0	1	1	176	1												
Identified disability (PET/IEP)	0	0	1	100	178	100	0	0	1	100	176	100												
LEP	0	0	0	0	5	3	0	0	0	0	4	2												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	27	0	0	0	0	0	28	0												
<b>Non-participation – other</b>	0	0	0	0	93	1	0	0	0	0	96	1												

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 7  
SAU: Lisbon School Department  
School: Philip W Sugg Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	6	5	6	5	1769	11
	2006-2007	14	11	14	11	2630	18
	<b>2007-2008</b>	<b>7</b>	<b>8</b>	<b>7</b>	<b>8</b>	<b>2604</b>	<b>18</b>
	Cum. Total*	27	8	27	8	7003	16
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	58	46	59	46	7521	49
	2006-2007	63	51	63	51	7605	51
	<b>2007-2008</b>	<b>44</b>	<b>51</b>	<b>44</b>	<b>50</b>	<b>8049</b>	<b>55</b>
	Cum. Total*	165	49	166	49	23175	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	39	31	40	31	3773	24
	2006-2007	30	24	30	24	3000	20
	<b>2007-2008</b>	<b>24</b>	<b>28</b>	<b>25</b>	<b>28</b>	<b>2672</b>	<b>18</b>
	Cum. Total*	93	28	95	28	9445	21
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	22	18	22	17	2399	16
	2006-2007	17	14	17	14	1620	11
	<b>2007-2008</b>	<b>11</b>	<b>13</b>	<b>12</b>	<b>14</b>	<b>1190</b>	<b>8</b>
	Cum. Total*	50	15	51	15	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	31.8	56.8	31.6	56.4	35.3	63.0
<b>Literary Text</b>	<b>28</b>	<b>50</b>	16.0	57.1	15.9	56.8	17.3	61.8
<b>Informational Text</b>	<b>28</b>	<b>50</b>	15.8	56.4	15.7	56.1	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 7  
 SAU: Lisbon School Department  
 School: Philip W Sugg Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	86	7	8	44	51	24	28	11	13	745	88	8	50	28	14	745	14515	18	55	18	8	750
<b>Ethnicity</b>																						
African American/Black	1										1						365	10	49	19	22	742
American Indian or Native Alaskan	0										0						110	6	52	24	18	744
Asian or Pacific Islander	1										1						211	26	47	20	6	752
Hispanic	2										2						173	12	54	18	15	746
Caucasian/White	82	7	9	42	51	22	27	11	13	745	84	8	50	27	14	745	13656	18	56	18	8	750
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	1	11	3	33	2	22	3	33	738	11	9	27	27	36	737	2330	2	30	36	32	735
No	77	6	8	41	53	22	29	8	10	746	77	8	53	29	10	746	12185	21	60	15	4	753
<b>Current LEP</b>																						
Yes	1										2						342	8	46	22	24	741
No	85	7	8	44	52	23	27	11	13	745	86	8	51	28	13	745	14173	18	56	18	8	750
<b>Economically disadvantaged</b>																						
Yes	35	4	11	11	31	13	37	7	20	741	35	11	31	37	20	741	5299	9	51	26	14	745
No	51	3	6	33	65	11	22	4	8	747	53	6	62	23	9	747	9216	23	58	14	5	753
<b>Migrant</b>																						
Yes	0										0						1					
No	86	7	8	44	51	24	28	11	13	745	88	8	50	28	14	745	14514	18	55	18	8	750
<b>Gender</b>																						
Female	40	4	10	22	55	8	20	6	15	747	41	10	54	20	17	746	7084	24	55	15	6	752
Male	46	3	7	22	48	16	35	5	11	743	47	6	47	36	11	743	7431	12	56	21	11	747
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						946	6	47	34	12	743
No	86	7	8	44	51	24	28	11	13	745	88	8	50	28	14	745	13569	19	56	17	8	750
<b>Gifted/talented program</b>																						
Yes	6	3	50	3	50	0	0	0	0	759	6	50	50	0	0	759	574	61	38	1	0	765
No	80	4	5	41	51	24	30	11	14	744	82	5	50	30	15	743	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 7  
SAU: Lisbon School Department  
School: Philip W Sugg Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	14	0	0	6	50	5	42	1	8	741	15	0	46	46	8	741	6	9	42	24	25	741
B. less than one hour	72	6	10	32	52	17	28	6	10	746	71	10	52	27	11	746	50	17	56	19	8	750
C. one to two hours	14	1	8	6	50	2	17	3	25	743	14	8	50	17	25	743	40	20	58	16	6	752
D. more than two hours	0										0						4	19	49	21	11	749
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	33	4	14	14	50	7	25	3	11	747	32	14	50	25	11	747	36	24	58	14	5	753
B. They match some of what I have learned.	49	2	5	22	52	13	31	5	12	745	49	5	51	33	12	744	50	16	58	19	8	749
C. They match just a little of what I have learned.	15	0	0	7	54	4	31	2	15	740	16	0	50	29	21	740	11	13	45	26	16	745
D. There is no match.	2	1	50	1	50	0	0	0	0	763	2	50	50	0	0	763	3	4	35	29	31	737
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	24	4	20	14	70	2	10	0	0	754	23	20	70	10	0	754	28	35	52	9	5	756
B. good	55	3	6	22	47	15	32	7	15	743	55	6	46	33	15	743	52	15	60	18	7	750
C. fair	21	0	0	8	44	7	39	3	17	740	21	0	44	39	17	740	18	3	49	33	15	742
D. poor	0										1	0	0	0	100	728	2	2	41	28	29	738
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	15	0	0	4	31	4	31	5	38	734	16	0	29	29	43	734	16	13	48	23	16	745
B. about the same as my regular schoolwork	66	5	9	31	55	15	27	5	9	747	66	9	54	28	9	746	65	18	57	18	7	750
C. easier than my regular schoolwork	19	2	13	9	56	5	31	0	0	749	18	13	56	31	0	749	19	21	57	16	6	752
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	9	0	0	2	25	3	38	3	38	734	11	0	20	40	40	734	9	5	38	29	28	738
B. Most of the passages were about the same as what I normally read.	49	0	0	18	43	19	45	5	12	741	48	0	43	45	12	741	55	14	57	22	7	748
C. Most of the passages were easier than what I normally read.	41	7	20	24	69	2	6	2	6	752	40	20	69	6	6	752	36	28	58	10	4	755
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	67	2	4	29	51	18	32	8	14	743	68	3	49	32	15	743	44	18	56	18	8	750
B. I tried about the same as I do on my regular schoolwork.	32	5	19	14	52	6	22	2	7	749	31	19	52	22	7	749	51	19	56	17	7	751
C. I did not try as hard on this test as I do on my regular schoolwork.	1	0	0	1	100	0	0	0	0	750	1	0	100	0	0	750	5	9	46	26	19	743
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	14	4	33	7	58	1	8	0	0	756	14	33	58	8	0	756	17	25	57	13	6	753
B. 20 minutes to an hour	38	3	9	17	53	8	25	4	13	746	38	9	52	27	12	746	45	22	56	16	6	752
C. less than 20 minutes	12	0	0	3	30	3	30	4	40	735	11	0	30	30	40	735	13	14	56	21	9	748
D. I rarely read at home.	36	0	0	17	55	12	39	2	6	743	37	0	53	38	9	742	24	8	53	26	13	745
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	100	0	0	1	100	0	0	0	0	754	100	0	100	0	0	754						
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 7  
SAU: Lisbon School Department  
School: Philip W Sugg Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	3	2	3	2	1646	11
	2006-2007	5	4	5	4	2142	14
	<b>2007-2008</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>2028</b>	<b>14</b>
	Cum. Total*	13	4	13	4	5816	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	40	32	41	32	5497	36
	2006-2007	49	40	49	40	5642	38
	<b>2007-2008</b>	<b>35</b>	<b>41</b>	<b>35</b>	<b>40</b>	<b>5703</b>	<b>39</b>
	Cum. Total*	124	37	125	37	16842	38
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	50	40	50	39	4514	29
	2006-2007	49	40	49	40	4077	27
	<b>2007-2008</b>	<b>28</b>	<b>33</b>	<b>28</b>	<b>32</b>	<b>3733</b>	<b>26</b>
	Cum. Total*	127	38	127	37	12324	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	32	26	33	26	3797	25
	2006-2007	21	17	21	17	3001	20
	<b>2007-2008</b>	<b>18</b>	<b>21</b>	<b>20</b>	<b>23</b>	<b>3054</b>	<b>21</b>
	Cum. Total*	71	21	74	22	9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	8.5	53.1	8.4	52.5	8.8	55.0
Cluster 2: Shape and Size	14	25	5.1	36.4	5.0	35.7	5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	2.9	36.3	2.9	36.3	3.5	43.8
Cluster 4: Patterns	18	32	7.6	42.2	7.5	41.7	7.9	43.9

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 7  
 SAU: Lisbon School Department  
 School: Philip W Sugg Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	86	5	6	35	41	28	33	18	21	740	88	6	40	32	23	740	14518	14	39	26	21	743
<b>Ethnicity</b>																						
African American/Black	1										1						372	5	24	25	45	731
American Indian or Native Alaskan	0										0						110	5	30	36	29	736
Asian or Pacific Islander	1										1						216	25	34	23	18	748
Hispanic	2										2						175	9	32	30	29	737
Caucasian/White	82	5	6	33	40	27	33	17	21	740	84	6	39	32	23	740	13645	14	40	26	20	743
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	0	0	4	44	2	22	3	33	736	11	0	36	18	45	731	2321	2	16	26	55	727
No	77	5	6	31	40	26	34	15	19	741	77	6	40	34	19	741	12197	16	44	26	15	746
<b>Current LEP</b>																						
Yes	1										2						356	7	23	24	45	731
No	85	5	6	34	40	28	33	18	21	740	86	6	40	33	22	740	14162	14	40	26	20	743
<b>Economically disadvantaged</b>																						
Yes	35	1	3	11	31	13	37	10	29	737	35	3	31	37	29	737	5301	5	31	31	33	736
No	51	4	8	24	47	15	29	8	16	743	53	8	45	28	19	742	9217	19	44	23	14	747
<b>Migrant</b>																						
Yes	0										0						1					
No	86	5	6	35	41	28	33	18	21	740	88	6	40	32	23	740	14517	14	39	26	21	743
<b>Gender</b>																						
Female	40	2	5	17	43	13	33	8	20	740	41	5	41	32	22	739	7086	14	40	26	20	743
Male	46	3	7	18	39	15	33	10	22	741	47	6	38	32	23	740	7432	14	38	25	22	743
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						946	4	23	36	37	733
No	86	5	6	35	41	28	33	18	21	740	88	6	40	32	23	740	13572	15	40	25	20	743
<b>Gifted/talented program</b>																						
Yes	6	2	33	3	50	1	17	0	0	756	6	33	50	17	0	756	575	64	31	3	1	765
No	80	3	4	32	40	27	34	18	23	739	82	4	39	33	24	738	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 7  
SAU: Lisbon School Department  
School: Philip W Sugg Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	14	0	0	5	42	3	25	4	33	733	15	0	38	23	38	730	6	7	29	26	37	734
B. less than one hour	72	4	7	24	39	23	38	10	16	742	71	6	39	37	18	741	50	13	39	26	22	742
C. one to two hours	14	1	8	6	50	2	17	3	25	743	14	8	50	17	25	743	40	15	42	26	17	744
D. more than two hours	0										0						4	16	37	23	24	742
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	36	0	0	11	37	11	37	8	27	739	35	0	37	37	27	739	32	21	40	23	16	747
B. They match some of what I have learned.	45	4	11	18	47	12	32	4	11	745	47	10	45	30	15	743	50	12	42	27	19	743
C. They match just a little of what I have learned.	17	1	7	6	43	3	21	4	29	737	16	7	43	21	29	737	15	7	32	31	30	737
D. There is no match.	2	0	0	0	0	1	50	1	50	716	2	0	0	50	50	716	3	4	17	21	58	726
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	29	1	4	15	63	6	25	2	8	748	29	4	60	24	12	747	25	34	42	13	11	753
B. good	49	3	7	14	34	14	34	10	24	738	49	7	33	33	26	737	47	10	45	27	18	743
C. fair	23	1	5	6	32	7	37	5	26	736	22	5	32	37	26	736	23	3	30	36	32	735
D. poor	0										0						5	1	17	32	49	729
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	29	0	0	11	44	7	28	7	28	736	30	0	42	27	31	734	36	6	38	29	27	738
B. about the same as my regular schoolwork	59	3	6	18	36	20	40	9	18	740	59	6	35	39	20	740	53	13	42	27	18	744
C. easier than my regular schoolwork	12	2	20	6	60	1	10	1	10	755	11	20	60	10	10	755	11	40	32	15	13	753
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	60	1	2	19	38	19	38	11	22	739	59	2	38	38	22	739	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	40	4	12	16	48	8	24	5	15	744	41	11	46	23	20	743	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						5	10	27	27	36	736
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	4	0	0	1	33	2	67	0	0	742	3	0	33	67	0	742	9	15	37	25	23	742
B. two or three days a week	6	1	20	1	20	3	60	0	0	747	7	17	17	50	17	739	20	13	41	26	20	743
C. two or three times each month	22	1	5	6	32	6	32	6	32	737	23	5	30	30	35	736	30	15	40	27	18	744
D. never or almost never	68	3	5	27	47	17	29	11	19	741	67	5	47	29	19	741	41	13	39	26	23	742
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	4	0	0	1	33	1	33	1	33	737	3	0	33	33	33	737	20	17	39	23	22	744
B. two or three days a week	21	0	0	8	44	6	33	4	22	739	22	0	42	32	26	737	29	16	40	25	19	744
C. two or three times a month	51	2	5	20	47	13	30	8	19	741	49	5	47	30	19	741	26	13	40	28	20	743
D. never or almost never	25	3	14	6	29	8	38	4	19	742	25	14	27	36	23	741	24	10	39	27	24	740
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	4	0	0	1	33	1	33	1	33	725	3	0	33	33	33	725	8	7	32	26	35	736
B. 30–45 minutes	43	1	3	10	28	17	47	8	22	736	44	3	26	45	26	735	41	12	38	27	23	741
C. 45–60 minutes	49	4	10	23	56	8	20	6	15	746	48	10	56	20	15	746	41	17	42	24	16	745
D. more than 60 minutes	5	0	0	1	25	1	25	2	50	731	5	0	25	25	50	731	10	15	38	25	22	743
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	100	0	0	0	0	1	100	0	0	738	100	0	0	100	0	738						
D.	0										0											